



# Christ the Sower Ecumenical Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in the next two academic years and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Christ the Sower Ecumenical Primary School
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2 years 2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lorraine Quirk
Pupil premium lead	Saeeda Wilson-Andoh
Governor / Trustee lead	Frances Bartlett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>We received £17,480 in July.</i>	£69,940
Recovery premium funding allocation this academic year <i>Figure shown is the calculation based on the October'20 census- 52 Ever6FSM x £145</i>	£ 7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year (projected)</b>	<b>£ 77,480</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Christ the Sower, we aim to provide the 'good earth' for all our pupil premium children by ensuring that the quality of teaching across the school is at least good with increasing areas of outstanding teaching. The needs of PP pupils are core to the work that we do, with a consistent approach across the school and that high quality CPD is delivered to all staff, including that which has a focus on the needs of more deprived children.

Our aim is that all our Pupil Premium children make accelerated progress in core subjects so that their attainment shifts closer to that of their peers. We use same-day opportunities to close daily gaps in lessons. We ensure that every pupil is given opportunities to participate in wider enrichment strategies to improve not only their attendance, confidence and readiness to learn but also their well-being.

We offer some Pupil Premium children a more personalised support that goes beyond our provision for academic development. We know that sometimes life can be harder for children and their families in receipt of the Pupil Premium so our Inclusion Lead works tirelessly with parents to ensure that any difficulties can be addressed, and she is able to sign post parents to other forms of support for children and for families.

We continue to ensure that Christ the Sower continues to be '*A loving place where we all care, learn and grow together.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Writing is a challenge for our Pupil Premium children due to poorer grammatical understanding and vocabulary acquisition
2	There is a considerable crossover of our Pupil Premium children who fall into other vulnerable groups such as EAL and SEN
3	Mathematical fluency and reasoning of our Pupil Premium is lower than that of the whole school
4	Many of our Pupil Premium children do not have access to a laptop/computer to support with home learning tasks
5	Targeted and same-day intervention is needed to close gaps
6	Low uptake of extra-curricular enrichment opportunities

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils make accelerated progress in Writing	<p>The gap will close so that their attainment shifts closer to that of their peers</p> <p>Close the gap marking improves visible outcome for all pupils</p> <p>Succinct vocabulary choices in writing</p> <p>Pupil voice indicates positive approach to writing</p>
Additional needs of Pupil Premium children are clearly identified and addressed	As their SEND/EAL or additional need is being addressed, Pupil Premium pupils make expected progress or exceed their targets set for R, W and M.
Increased overlearning and reinforcement in maths fluency and reasoning	Increase in mental maths and reasoning skills. Improved attainment in overall maths data.
Laptop access to support home learning	<p>Improved completion and submission of home learning tasks</p> <p>Readiness for homelearning</p> <p>Improved attitudes towards homework</p>
Targeted and same-day intervention	In-year and across year gap is closed for R, W, M.
Extra-curricular opportunities	<p>An increased % of PP children taking up a club each half term leading to improved confidence, attainment and better mental health.</p> <p>More children taking up peripatetic lessons in comparison to last academic year.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English 'new way of working' training	<p>Class teachers are able to identify who their target PP pupils are and the definitive gaps to address in their writing in order to improve standards.</p> <p>EEF- Marking Review  <i>...offering information on how pupils should improve their work is substantially more effective than simply marking an answer as right or wrong</i></p>	1, 2, 5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching support for all teachers</p> <p>Whole school Power Maths scheme for delivery of Maths</p> <p>Maths and English are high priority on school development plan and CPD plan</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust :</p> <p><i>The two factors with the strongest evidence of improving pupil attainment are:</i></p>	1,2, 3, 5

<p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<ul style="list-style-type: none"> <li>• <i>teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions</i></li> <li>• <i>quality of instruction, which includes using strategies like effective questioning and the use of assessment</i></li> </ul>	
<p>CPD opportunities for teachers to raise pupil outcomes:</p> <ul style="list-style-type: none"> <li>• Enigma Maths Mastery- Developing for Mastery</li> <li>• Mastering Number Programme</li> <li>• WRInc Phonics and its resources</li> </ul>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, <b>including CPD</b></p>	<p>2,3, 5</p>
<p>TAs deliver same day interventions to iron out misconceptions</p> <p>T/TAs to deliver weekly small group interventions to pupils identified as in need using Recovery funding</p>	<p>EEF:</p> <ul style="list-style-type: none"> <li>• High quality small group interventions</li> </ul>	<p>3, 4, 5</p>

### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion lead to support the well-being</p>	<p>EEF toolkit– Parental engagement Decrease in numbers of families in CIN, CP due to increase in families</p>	<p>2, 4</p>

<p>of parents and children</p> <ul style="list-style-type: none"> <li>• PP pupils attendance is closely monitored, pupils below 96% are identified and protocols followed.</li> <li>• Inclusion lead phones families at 9am if pupil not in school and offers support.</li> <li>• Inclusion and another member of staff will pick up child from home if required.</li> </ul>	<p>accessing early intervention from Inclusion lead.</p> <p>A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	
<ul style="list-style-type: none"> <li>• Cultural capital experiences promoted in our book-led curriculum.</li> <li>• Reduction in cost of trips and residential trips for PP</li> <li>• Every PP child is entitled to a free sport event each term and participation is highly encouraged</li> <li>• Support with uniforms, breakfast/after school provision and peripatetic lessons</li> </ul>	<p>Learning is contextualised in concrete experiences and language rich environments. Children see themselves in the carefully selected texts that includes and celebrates the culturally diverse backgrounds of our children and school community</p> <p>Pupil surveys reflect greater enjoyment and engagement in school in lessons</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>SHUE data EEF – sports participation increases educational engagement and attainment.</p>	<p>3, 4, 6</p>

**Total budgeted cost: £77,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show pupil progress.

Context: There were 65 children on the PP register. Twenty-six of our PP children have SEN needs, with a further 19 on the EAL register. The focus last year have centered around two main priorities: closing the attainment gap between PP and their peers, and raising the profile of PP children. Pupil Premium children have an increased profile in school- PP was a standing agenda item on all staff and team meetings. 40% of PP children took up a club in summer term, compared to a whole school uptake of 41%. Their emotional wellbeing were constantly monitored by our Inclusion lead, which meant that PP children were coming to school and they were ready to learn. Pupil Premium attendance was 94.31% compared to whole school of 96.1%. This attendance figure was slightly affected by 1 SEN pupil with significant medical needs who became eligible only a few weeks into the Summer term and had recently started to come to school on a full time basis. The drive to close the attainment gap was evident in our daily practice and the following data shows the impact of this more clearly.

Disadvantaged children to make accelerated progress in core subjects so that their attainment shifts closer to that of their peers.

In Maths, The progress gap is closing, with 75% of PP children making expected progress compared to whole school at 79%.  
 In Reading, 74% of PP have made expected or more progress which is comparably in line to whole school expected progress of 77%.  
 In Writing, 79% of the children have made expected progress or more compared to 81% of whole school.

Comparison data showing % of PP children working at ARE from Y1 – Y6 in this academic year.

Subject/term	Baseline (Summer 2020)	Summer 2021	Difference	% of PP working at GD
Reading	35%	<b>70% whole school=75%</b>	<b>+35%</b>	<b>10%</b>
Writing	26%	<b>47% whole school=58%</b>	<b>+21%</b>	<b>5%</b>
Maths	26%	<b>66% whole school=76%</b>	<b>+40%</b>	<b>3%</b>

These results show the impact of what hard work, QFT and consistency in assessment for learning can yield. The difference in attainment for Maths proves that Power Maths has been implemented well and together with our introduction to the Mastery approach, this has ensured that our PP children are continuing to close the gap. Our children are becoming confident mathematicians through concrete, pictorial and abstract representations. They have more opportunities to be fluent in their reasoning skills and apply their skills further using MyMaths and TTRockstars. The progress gap is closing, with 75% of PP children making expected progress compared to whole school at 79%.

	<p>Reading continues to be a strength for our PP children. Accurate benchmarking, focused practice of WRI phonics, enriched texts within our cultural curriculum and consistent practice using Reading Eggs and Lexia reading interventions this term has supported our children's ability to be confident readers. 74% of PP have made expected or more progress which is comparably in line to whole school expected progress of 77%.</p> <p>Writing has been a focus this term and with the small steps within the writing process being made more explicit to our children, standards in writing has improved greatly. PP children's writing is better structured, there is clear scaffolding, visuals, word mats with context specific vocabulary to support the writing process. Writing may have the lowest percentage of children working at ARE but the progress is fantastic- 48/61, which is 79% of the children have made expected progress or more compared to 81% of whole school.</p>
To raise the profile of children in receipt of PPG	<p>Despite the disruptions of lockdown in the Spring term, Pupil Premium children's attendance is 94.31% compared to whole school of 96.1%. This attendance figure is slightly affected by 1 SEN pupil with significant medical needs who became eligible only a few weeks ago and has recently started to come to school on a full time basis. The figure without this child is 95.08%.</p> <p>40% of PP children have taken up a club this academic year, compared to a whole school uptake of 41%.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
MyMaths	Oxford University Press
Lexia	Rosetta Stone
Reading Eggs	Pascal Press and Blake Learning



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

- All staff know the names of their pupil premium children in their class, across the year group and are aware of the list for the whole school. They are able to celebrate a positive aspect of them- academically or socially in weekly meetings.
- Pupil Premium is a standing agenda on weekly staff and team meetings at Christ the Sower.
- We use AfL opportunities such as 'hotmarking' whereby we mark Pupil Premium children's books first in daily lessons to celebrate mini successes and to notice misconceptions first hand and use same-day intervention opportunities to plug gaps.
- We continue to raise the profile of Pupil Premium children in school life by ensuring that they are marked out for questioning in class and have roles and responsibilities within the school and in classes to increase their engagements and self-confidence.
- Before we circulate club letters to the whole school each term, we target Pupil Premium children to encourage their participation and speak to parents, reminding them of the benefits of their child participating in a club.